



Curriculum Intent Statement for St Mary's Broughton Gifford Primary School

Our School Vision

Our vision, as a Church of England primary school set in a caring and nurturing village community, is deeply rooted in strong Christian traditions. We aim to develop happy people with enquiring minds and a lifelong love of learning, who are inspired by the world around them. We will ensure that they have the skills, knowledge and adaptability to thrive and flourish in life.

The Bible verse that sets our vision statement in context comes from the words of Jesus:

"I have come that they may have life, and have it to the full." John 10:10.

Our Curriculum Pledge

At St Mary's Broughton Gifford Primary School, our curriculum pledge is:

- We promise that we will have the highest expectations for all
- We promise that we will uphold our school Christian values
- We promise that we will all be inspired, excited, engaged and curious learners
 - We promise to nurture life-long learning

Science Intent

Science should give children a strong understanding of the world around them through the specific disciplines of biology, chemistry and physics. Children should acquire the skills and knowledge to help them to think scientifically, and support them in developing their understanding of nature, scientific processes and methods through different types of science enquiry. The science curriculum should assist all children in furthering their understanding of the uses and implications of science, today and for the future. Our primary aim is to foster curiosity, challenge, imagination, excitement, confidence, self motivation and enjoyment in the pursuit of Science.

Through high quality teaching, we are continually developing:

- The acquisition of knowledge, concepts and skills within science.
- Children's ability to explain their own thinking to others and articulate their understanding in a range of different situations.
- The use of scientific contexts to develop and consolidate cross curricular links.
- Inquisitive minds and positive attitudes towards science.
- Extensive scientific vocabulary and the ability to articulate scientific concepts clearly and precisely.
- Respect for the environment and care for living things.
- An understanding of the different aspects of scientific enquiry.
- The ability to work scientifically by predicting, questioning, observing, planning, measuring, carrying out and evaluating investigations.
- Opportunities for children to question the world around them and become independent learners, when exploring possible answers to their own scientific based questions.

Implementation

Within the classroom setting our curriculum demonstrates:

- The National Curriculum Programs of Study are being taught within the key phases across a 2 year rolling program.
- Planning clearly shows progression through the key phases, where children are able to build upon skills and knowledge that has been acquired in previous years.
- Opportunities for pupils to work collaboratively in pairs, groups and / or individually.
- Cross curricular links are being made, where appropriate to enhance the children's learning.
- The use of effective questioning (including response to marking questions), to deepen children's understanding and to support them in developing their own questioning skills.
- Timetabled opportunities for trips, workshops and visitors, which link to contextual learning within Science.
- Regular events, such as STEM Week, allow all pupils to come off-timetable, to provide broader provision and the acquisition and application of knowledge and skills. These events often involve families and the wider community.
- Continuing professional development will be provided according to the needs and interests of the staff and in line with the school development plan and Science action plan.
- Action planning clearly details areas of improvement and how these are to be addressed.

Impact

- Teacher assessment, throughout the year, will be formative and ongoing using the TAPs focused assessments.
- Summative assessment will take place at the end of the year and this will be monitored throughout the year by the school's science lead.
- Individual science books and whole class floor books will be used to record children's learning and to evidence the range of stimulating activities in which pupils have been engaged.
- Children will be given time to reflect upon their previous learning and respond to marking and feedback, where applicable.
- Delivery of the curriculum and pupil progress is monitored by the subject leader (and Senior Leadership Team, where appropriate), through the use of pupil voice, planning and book scrutiny, and lesson observations.
- The Science lead will liaise with the Science governor throughout the year, to report progress within the subject and discuss actions that need to be taken.
- This policy will be routinely reviewed every year.